**Formative evaluations for the Arts**

Self and Peer Assessment (Attribute 4)

Student/Teacher Collaboration (Attribute 5)

Procedures:

1. Teach content and lesson. The teacher models the content as necessary. The teacher provides rubric.
2. Teacher assigns “performance” task based on the current unit of study or objective.
3. Teacher assigns groups/sections or may be done as individual students depending on the content or objective to be assessed.
4. Students are given time to complete the task.
5. The groups or individuals practice the task.
6. Each group or individual presents to another peer group or individual.
7. The group observing the presentation will use a rubric to evaluate the presenting group.
8. Groups will self assess based on feedback.
9. Groups are given time to review or make changes to their task based on the evaluation.

Documentation:

1. Summation of rubrics.
2. Recording or video of task or physical work.
3. Teacher reflection of the process/lesson.

**Formative Assessment for Vocabulary Knowledge**

Learning Progression (Attribute 1)

1. Teacher models/uses specific terms or vocabulary within the concept being taught. Examples are: word cloud, interactive word walls (students demonstrating kinesthetically), and students follow a series of directions (Common Core Knowledge: Procedural Knowledge).
2. Teacher gives students an ‘exit ticket’ or journal entry in which the students write all the terms they can remember being used in class for the day, week , or current lesson.

Documentation:

1. The exit ticket or journal entry.